AIM

Achievement in Montana

Montana's State Student Information System

DATA DICTIONARY

January 17, 2008
Infinite Campus system version 2008.2.5

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Introduction

In 2005, the Montana Legislature defined a basic system of free quality education that included the requirement to assess and track student achievement (20-9-309, MCA). The legislature appropriated $2.8 million to the Office of Public Instruction (OPI) to develop and implement a statewide student achievement system that provides accurate and timely information about the performance of Montana's K-12 students and schools. This system, called Achievement in Montana or AIM, will support education information processes at the local and state level.

To meet this mandate, a unique student identifier number is assigned to every student who receives any form of education service through a public school district, non-public accredited school district, or special education cooperative. This includes part-time and full time regularly enrolled students, home school or private school students, pre-school students, students age 19, 20 or 21, and foreign exchange students. This state student ID will follow the student throughout their K-12 education career.

The AIM system is designed to collect demographic, enrollment, program participation, and assessment data for each student; track students from school to school and district to district within Montana; and report timely and accurate information and data through standardized reporting capabilities. The system serves as the vehicle to collect student-related information electronically from school districts. The AIM system provides the Office of Public Instruction, state and federal entities, and the education community timely and accurate data collection and reporting for student, schools, school districts and the state.

Document Purpose

This Data Dictionary is intended to assist LEA staff and their student information system vendors understand the specific data elements and codes that must be populated for state reporting through the AIM student information system. It is intended to improve data quality by maintaining a consistency among data elements to improve the accuracy and integrity of the collected data. It relies and builds on previous data definitions, used throughout the agency, that meet state and federal guidelines for collecting and reporting purposes.

The Office of Public Instruction will continue to maintain and expand this data dictionary. Updates and modifications to data elements will be tracked through a change history table.

Organization
The following information is provided for each data element:

Data Element – The name of the data element.

Permitted Values/Codes – The allowable or established values or codes of the data element.

Definition – A detailed explanation of the data element and its permitted values or codes.

Comments – Any remarks necessary to assist the user in understanding how the element is collected, coded, used, or formatted.

Validation – These rules are applied within the AIM system to assure that data is entered accurately. The user should verify that data is entered according to these guidelines.

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21st Century

Permitted Values/Codes:

Y, N

Y: Yes
N: No

Definition:

The 21st Century Community Learning Centers program is authorized under Title IV, Part B, of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001. The purpose of this program is to create community learning centers that provide academic enrichment opportunities for children, particularly students who attend high-poverty and low-performing schools, to meet State and Local student standards in core academic subjects, to offer students a broad array of enrichment activities that can complement their regular academic programs, and to offer literacy and other educational services to the families of participating children.

Comments:

Student should be marked as participating in a 21st Century program if that student participates at any time during the school year (the 21st Century program year is June 1 through May 31). It is not an indicator of current participation.

Aggregate Hours of Instruction

Permitted Values/Codes:
F: 720+ Hours
T: 540 to 719 Hours
H: 360 to 539 Hours
Q: 180 to 359 Hours
N: 0 to 179 Hours

Definition:
The hours of pupil instruction for which a school course or program is offered or for which a pupil is enrolled.

(20-1-301, MCA)

       0 <179 aggregate hours = 0 enrolled
       180 to 359 aggregate hours = ¼ enrolled
       360 to 539 aggregate hours = ½ enrolled
       540 to 719 aggregate hours = ¾ enrolled
       > 720 aggregate hours = full time enrolled

Total hours of pupil instruction per school year
The minimum aggregate hours of pupil instruction per year are:
Half Time Kindergarten (KH) - 360 hours;
Full Time Kindergarten (KF) - 720 hours *(Students enrolled in a full time program, but only participating for a partial full day should be reported KF with aggregate hours shown as H 360 to 539, or as appropriately calculated.)*
Grades 1-3 - 720 hours;
Grades 4-12 - 1080 hours.

(Annual Data Collection Glossary)

Comments:
Pupil instruction does not include lunchtime or unstructured recess.

Students attending part time in a full day kindergarten program should be marked as KF with aggregate hours indicated at H or Half-Time (360 hours).

Contact the OPI School Finance Division at 444-4401 for additional guidance on how to calculate or report aggregate hours.

January 17, 2008

OPI Montana Office of Public Instruction · Linda McCulloch, Superintendent · www.opi.mt.gov

Area of Concentration

Permitted Values/Codes:

String (2)

01: Agriculture
07: Business
20: Family and Consumer Science
17: Health Sciences
08: Marketing
21: Technology Educ/Industrial Arts
40: Trade and Industrial
60: Blend

Definition:

CTE program area in which the majority of the CTE credits were earned (Agriculture, Business, Family and Consumer Sciences, Health Sciences, Industrial Technology, Marketing, Trade and Industrial, Blend)

Comments:

CTE data is initially entered in the spring, with follow-up information reported in the fall of the next school year.

CTE data can only be entered for students in grades 11, 12 or UH.

Validation:

Allow only if CTE Concentrator = Y

Must be null if CTE concentrator = N

Allow only if grade = 11 or 12, UH

Zero padding required.

Calendar End Date

Permitted Values/Codes:

MM/DD/YYYY

Definition:

The Calendar End Date can be any date after the end of operation for the school year, but no later than June 30th. All student data for a year must fall within the Calendar Start and End Dates.

Comments:

The Calendar Start and End dates define the range of operation for a district.

All calendars, enrollments and staff assignments must be made within the calendar dates for a given year.

Calendar dates must be entered before any other data is entered.

Calendar Number

Permitted Values/Codes:

Number

Definition:

The number assigned to a school's calendar. Each school has at least one calendar. Calendar numbers can be the same for different schools in a System, but if a single school has more than one calendar, the numbers must be unique for each calendar in that school.

Example: System number 0000

School 0001   School 0002

Calendar 1   Calendar 1
Calendar 2

Comments:

All schools must have a calendar number assigned.

File Upload Formats will not be accepted without a valid calendar number.

Validation:

Each calendar in a school must have a unique number.

Calendar Start Date

Permitted Values/Codes:
MM/DD/YYYY

Definition:
The Calendar Start Date can be any date before the start of operation for the school year, but no earlier than July 1st. All student data for a year must fall within the Calendar Start and End Dates.

Comments:
The Calendar Start and End dates define the range of operation for a district. All calendars, enrollments and staff assignments must be made within the calendar dates for a given year. Calendar dates must be entered before any other data is entered.

Calendar Year

Permitted Values/Codes:
String (4)

Definition:
The end year of a school Calendar. For the 2007-2008 school year, the Calendar Number would be 2008.

Comments:
The calendar year is automatically assigned, based on the school year selected.
The calendar number must match the school year of the calendar you are trying to upload to.

Validation:
Required - must match the year for the calendar.

Career Path

Permitted Values/Codes:

String (2)

01: Law, Public Safety and Security
02: Government and Public Administration
03: Human Services
04: Education and Training
05: Agriculture, Food and Natural Resources
06: Marketing, Sales and Services
07: Business, Management and Administration
08: Hospitality and Tourism
09: Finance
10: Information Technology
11: Manufacturing
12: Transportation, Distribution and Logistics
13: Architecture and Construction
14: Science, Technology, Engineering and Mathematics
15: Health Sciences
16: Arts, A/V, Technology and Communications

Definition:

Big Sky Pathway (Cluster) in which the majority of the CTE credits were earned.

Comments:

CTE data is initially entered in the spring, with follow-up information reported in the fall of the next school year.

CTE data can only be entered for students in grades 11, 12 or UH.

Validation:

Allow only if CTE Concentrator = Y.

Must be null if CTE concentrator = N.

Allow only if grade = 11 or 12, UH.

Zero padding required.

January 17, 2008

Count Absent

Permitted Values/Codes:

0.000

0 indicates a student was present the entire day.
1.00 indicates the student was absent the entire day.
Use a decimal for a fractional absence; for example .5 for a half day absent or .25 for a quarter day absent.

Definition:

Absent Count

The number of students absent on the enrollment count date (October 1st, February 1st and March 12th). The absent count should be conducted on the same day as the enrollment count, unless the program the student attends does not conduct class on the count date. If a student's class is not conducted on the enrollment count date, report that student's attendance as of the next pupil-instruction day. For example, if the official count day is on a Monday and a student is only enrolled in classes that meet on Tuesdays and Thursdays consider that student's attendance on Tuesday for the attendance count.

   *Note: The total enrollment count must reflect only students enrolled on the official count date. Students present for only a portion of the count date should be reflected appropriately in the absent count.

Below are sample calculations for partial day attendance:
   Pre-K and K: 1 of 3 hours present =   .67 absent
   Grades 1-6:   3 of 6 hours present =   .50 absent
   Grades 7-12: 6 of 8 periods present = .25 absent
If a student is enrolled part-time and attends all scheduled classes on the count day, the student is not considered absent for the remainder of the day. For example, students that attend half-day kindergarten classes are not absent for the other half of the day.

Attendance Rate
Academic indicator used for determining Adequate Yearly Progress. The Attendance Rate calculation is the number of students present on the dates used to report fall and test window count disaggregated enrollment and attendance data, divided by the total enrollment for the same two counts. (Fall Enrolled – Fall Absent) + (Test Window Enrolled – Test Window Absent) Fall Enrolled + Test Window Enrolled

Average Daily Attendance (ADA)
The average number of students present on the dates used to report fall and test window disaggregated enrollment and attendance data. The total number of students present in grades 1-12, as reported on the fall and spring disaggregated enrollment and attendance data reports, will be added together and divided by two to determine the average daily attendance for that school year. The number of pre-kindergarten and kindergarten students present, as reported on those data collections, will be added together and divided by four to determine average daily attendance for that school year. (ARM 10.15.101(3))

Comments:

This data is usually obtained from the school secretary or attendance specialist.

CTE Concentrator

Permitted Values/Codes:

Y, N
Y: Yes
N: No

Definition:

A secondary student who has earned three (3) or more credits in any CTE program area.

Comments:

CTE data is initially entered in the spring, with follow-up information reported in the fall of the next school year.

CTE data can only be entered for students in grades 11, 12 or UH.

CTE Date Contacted

Permitted Values/Codes:
MM/DD/YYYY

Definition:
This indicates the date the CTE student was contacted by the school to determine their post graduation status.
This date should be six months past graduation.

Comments:
CTE data is initially entered in the spring, with follow-up information reported in the fall of the next school year.
CTE data can only be entered for students in grades 11, 12 or UH.

Date 1st Identified as LEP

Permitted Values/Codes:
MM/DD/YYYY

Definition:
Date the student was assessed or evaluated and determined to be Limited English Proficient.

Comments:
May be the date the child entered school.
The data is usually obtained from the Guidance Counselor or Title I Secretary.

Diploma Period

Permitted Values/Codes:

String (2)

01: Early Graduate less than 7 semesters
02: Early Graduate 7 semesters
03: 4 years or with IEP allowing for longer
04: Graduated in more than 4 years

Zero padding required.

Definition:

The time that a student took to graduate from the first time they were identified as a 9th grade student to the date of graduation.

Comments:

Students that do not meet the graduation requirements by the end of the school year, but complete the requirements prior to October 1st of the next school year, are considered to have graduated on time.

Validation:

Required if Enrollment End Status = 400.

Diploma Date

Permitted Values/Codes:

MM/DD/YYYY

Definition:

The date the student was awarded a diploma.

Comments:

The Diploma Date can either be the last day of school or the day that the diploma was actually awarded to the student.

Validation:

Required if Enrollment End Status = 400.

Diploma Type

Permitted Values/Codes:

String (2)

01: Regular Diploma
04: Certificate of Completion
06: District Administered GED Program

Zero padding required

Definition:

The type of diploma a student is awarded by a district.

Validation:

Required if Enrollment End Status = 400.

District Number

Permitted Values/Codes:

String (4)

Assigned by OPI, not available for edit.

Leading zeros required.

Definition:

Beginning January 2008, the term District Number in Infinite Campus refers to the School System Number assigned by the OPI, linking the elementary and high school legal entities together.

The Legal Entity Number (LE), formerly referred to as the District Number in Infinite Campus, is now referred to as the Reporting Entity Number.

Comments:

Schools can find their District Number, Reporting Entity Number and School number on the AIM web page at www.opi.mt.gov/AIM/Index.html, under the Find a School link.

Leading zeros are required.

Dropout Reason

Permitted Values/Codes:

String (2)

01: Academic Difficulty
02: Attendance Difficulty
03: Economic Reasons
04: Employment
05: Expelled
06: Illness
07: Job Corps or Similar Program
08: Language Difficulty
09: Marriage
10: Military
11: Needed at Home
12: Over Compulsory Age
13: Pregnancy
14: Poor Personal Relationships
15: Reached Maximum Age Set by District Policy
16: Other Known Reason
17: Unknown Reason
18: GED (Pursuing)
19: Suspended, Did Not Return
20: Harassment/Feeling Unsafe at School
21: Entered Adult Correctional Facility
22: Lack of Childcare

Definition:

An individual who:

• Was enrolled in school on the date of the previous year October enrollment count or at some time during the previous school year and was not enrolled on the date of the current school year October count, or
• Was not enrolled at the beginning of the previous school year but was expected to enroll and did not re-enroll during the year ("no show") and was not enrolled on the date of the current school year October count, and
• Has not graduated from high school or completed a state- or district-approved high school educational program, and
• Has not transferred to another school, been temporarily absent due to a school-recognized illness or suspension, or died. (Annual Data Collection Glossary)

A dropout is a student who:
•Was enrolled in school at some time during the previous school year and is not enrolled on October 1 of the current school year; or
•Was not enrolled on October 1 of the previous school year although expected to be in membership (i.e., was not reported as a dropout the year before); and
•Has not graduated from high school or completed a state or district approved educational program; and
•Does not meet any of the following exclusionary conditions: 1) transfer to another public school district, private school, or state or district approved educational program; 2) temporary school recognized absence due to suspension or illness; or 3) death.

(Common Core of Data Glossary)

Dropout rates
Dropout rates can be calculated and reported in three different ways:
• Event rates (snapshot of those who drop out in a single year);
• Status rates (proportion of population who have not completed school and are not enrolled), and
• Cohort rates (a more comprehensive picture which follows a sample group of students over time and generalizes their rate to a larger group).

The collection method used in this handbook is an event rate adapted from the NCES at the US Department of Education and is consistent with the requirements of the NCES Common Core of Data (CCD) reporting.

Dropout rates using this method are calculated by dividing the number of dropouts as defined above by the October enrollment total. Disaggregated rates can be obtained using this method to determine if some groups of students are more likely to drop out. *(Montana High School Completer and Dropout Data Glossary)*

Summer Dropouts
Students who completed their grade programs at the close of the previous school year, but who fail to enroll by October 1 of the subsequent fall term. Report the summer dropouts for the grade and school year for which they fail to enroll. For example, a student who completed the 10th grade at the end of the prior school year, but does not re-enroll by October 1 of the current school year is reported as an 11th grade dropout of the current school year.

(Common Core of Data glossary)

Comments:

Dropout Reason codes are only required for students in grades 7-12, UM and UH. Students below grade 7 are not considered dropouts for reporting purposes.

Dropout Reason must be entered if the student's End Status code is 300, 310, 320, 330 or 340.

Validation:

Required if End Status = 300, 310, 320, 330, or 340; and grade level = 7, 8, 9, 10, 11, 12, UM, or UH.

Must be null if End Date is null.

English Proficiency Date

Permitted Values/Codes:

MM/DD/YYYY

Definition:

The date a student was determined to no longer be Limited English Proficient. The date the student attained a score that meets the Montana proficiency standard for English Language Learners Proficiency Test.

Comments:

LEP students are those students who are not achieving academically due to the level of their English language proficiency.

The data is usually obtained from the guidance counselor or Title I secretary.

Enrollment End Date

Permitted Values/Codes:

MM/DD/YYYY

Definition:

The last day the student was officially enrolled in the school district for the current school year.

Comments:

Students may start and stop their enrollments in the same calendar several times, which means there will be a new enrollment record for each instance of starting and ending.

Validation:

Must be greater than Enrollment Start date.

Must be less than the Calendar End date.

Enrollment End Status

Permitted Values/Codes:

String (3)

100: End of year, returning to same school next year
105: Change in grade during regular school year
110: Promoted to another school
120: Transfer to a public school in the same district
130: Transfer to public schl under NCLB schl choice
140: Transfer to public schl in another district in MT
150: Transfer to a state-funded school
160: Transfer to a private school in the state
170: Transfer to a home school in the state
180: Transfer to a school out of state
190: Transfer out of the country
210: Medical care or treatment, eligible to return
220: Enrolled in a foreign exchange program
230: Enrolled in an early admissions college program
240: Withdrawn, under age for compulsory school att
250: Expelled, eligible to return
260: Unknown (Grades PK-6, UE)
300: Withdrew for personal or academic reasons*
310: Exceeded age requirement set by district policy*
320: Removed or Expelled, without option to return*
330: Withdrew to enroll in a non-diploma program*
340: Unknown*
400: Graduated
410: Completed GED test (school appr program)
420: Completed school with other credentials
500: Student died
510: Student is permanently incapacitated

Definition:

The reason the student is no longer enrolled in a school for a current school year.

Comments:

Students with an End Status code of 300, 310, 320, 330 and 340 are considered dropouts.

A corresponding Dropout Reason code must be entered for these students.

Validation:

Required if End Date is not null.

Must be null if End date is null.

Enrollment Start Date

Permitted Values/Codes:
MM/DD/YYYY

Definition:
The date the student enrolled in the school district for the current school year.

Comments:
Students may start and stop their enrollments in the same calendar several times, which means there will be a new enrollment for each instance of starting and ending (i.e. mid year grade change).
The data is usually obtained from the school secretary or attendance specialist.

Validation:
Must be equal to or greater than the Calendar Start Date.
Must be less than the Calendar End Date.

Enrollment Start Status

Permitted Values/Codes:

String (2)

01: Original enrollment into a school
02: Continued enrollment same school, no interruption
03: Re-entry to the same school after withdrawal
04: Transfer from a public school within the district or state
05: Transfer from a public school under NCLB school choice option
06: Transfer from an out of state school
07: Transfer from a school from out of the country
08: Transfer from a private school within the state
09: Transfer from a home school within the state

Definition:

The reason the student entered school in this district, on the entry date for the current record.

Comments:

A student's Start Status should accurately reflect the student's last enrollment prior to entering the new school.

Validation:

Zero padding required.

Required if Start Date is not null.

Exclude From ANB

Permitted Values/Codes:
Y, N

Y: Yes
N: No

Definition:
Student will not be included in ANB calculations according to policy (e.g. student absent for 10 consecutive days prior to the count date, students enrolled in another district, students otherwise unable to continue in attendance for any reason).

Comments:
Exclude from ANB only in the Fall and Spring Collections.
In the Test Window Collection file upload, this field is a filler field.

Validation:
Must be null if Absent Count <1.00.

Foreign Exchange

Permitted Values/Codes:
Y, N Y: Yes N: No

Definition:
Guidance for defining of a foreign exchange student: A student who maintains residency and citizenship in a foreign country which he or she has no intention of abandoning and the student is a bona fide student qualified to pursue a full course of study and who seeks to enter the United States temporarily and solely for the purpose of pursuing such a course of study at an established academic high school. • Usually the placement of the student in the high school is arranged through a third party application and approval process. • The student should be proficient in English. • The student should be enrolled in the school and in a grade.

Comments:
If the student is enrolled in a statewide tested grade, the student should participate in statewide tests.

Free/Reduced Lunch

Permitted Values/Codes:
F, R, N
F: Free
R: Reduced
N: Not Eligible/Not Participating

Definition:
Free/Reduced Lunch Eligibility Status Code: Status of a student regarding eligibility for Free or Reduced Price lunches under the National School Lunch Program.

Free Eligible - any child from a household whose current income is at or below the household size/income limits set in the current income eligibility guidelines is eligible for either free meals or free milk.

Reduced Price Eligible - any child from a household whose current income is at or below the household size/income limits set for the in the current income eligibility guidelines is eligible for reduced price.

Not (Income) Eligible - any child from a household whose current income is above the household size/income limits set forth in the current income eligibility guidelines is not eligible for either free or reduced price meals or free milk.
OR
Not Eligible (School) – student is enrolled at a school which does not participate in the National School Lunch Program.
OR
Not Participating - student is not participating in the National School Lunch Program regardless of eligibility.

National School Lunch Program – the program under which participating schools operating a nonprofit lunch service receive general and special cash assistance and donated food assistance in accordance with 7 CFR Part 210.

Comments:
Students who do not participate in the National School Lunch Program (e.g. students who may or may not be eligible, but do not participate or students who do not attend during lunch hours) are marked as N: Not Eligible/Not Participating.

Gifted/Talented

Permitted Values/Codes:

Y, N
Y: Yes
N: No

Definition:

Gifted and Talented Students

Children of outstanding abilities who are capable of high performance and require differentiated educational programs beyond those normally offered in public schools in order to fully achieve their potential contribution to self and society. The children so identified include those with demonstrated achievement or potential ability in a variety of worthwhile human endeavors.

(20-7-901, MCA; OPI Glossary)

Gifted and Talented Program
Educational services to gifted and talented students detailed in a district framework that considers the full range of alternatives for addressing the educational needs of gifted students. Schools shall provide educational services to students commensurate to their needs. Such services shall be outlined in a framework which includes: identification of talent areas and student selection criteria according to a written program philosophy, a curriculum which reflects student needs, teacher preparation, and criteria for formative and summative evaluation, support services and parent involvement.

(ARM Glossary Reference for 10.55.804)

10.55.804 GIFTED AND TALENTED
(1) Schools shall provide educational services to gifted and talented students that are commensurate to their needs, and foster a positive self-image.
(2) Each school shall comply with all federal and state laws and regulations addressing gifted education.
(3) Each school shall provide structured support and assistance to teachers in identifying and meeting diverse student needs, and shall provide a framework for considering a full range of alternatives for addressing student needs.

(Administrative Rules of Montana 10.55.804)

Comments:

Children of outstanding abilities who are capable of high performance and require differentiated educational programs beyond those normally offered in public schools.

By state law and rule, all schools are required to identify and serve gifted and talented students in their district.

Grade

Permitted Values/Codes:

String (2)

PK: Pre-Kindergarten	07: Seventh Grade
KH: Half-Time Kindergarten	08: Eighth Grade
KF: Full-Time Kindergarten	09: Ninth Grade
P1: Pre-First, or Transitional First Grade	10: Tenth Grade
01: First Grade	11: Eleventh Grade
02: Second Grade	12: Twelfth Grade
03: Third Grade	UE: Ungraded Elementary
04: Fourth Grade	UM: Ungraded Middle School
05: Fifth Grade	UH: Ungraded High School
06: Sixth Grade	

Definition:

The grade level or primary instructional level at which students enter and receive services in a school during a given academic session.

(ADC Glossary)

PK Pre-Kindergarten
Count pupils (3-5 year-olds in general) as Pre-K students if they did not reach age 5 on or before September 10 of the current school year and if they are attending a free preschool program offered at the discretion of the district.

P1 Pre-First, or Transitional First Grade
A pre-1st/transition program is a full day program that is designed to ease the transition into or out of first grade and often results in a two-year program between kindergarten and second grade.

UE, UM, or UH
Students in classes or programs to which students are assigned without a standard grade designation, i.e., special education, non-graded programs. Ungraded dropouts should be assigned to the grade most appropriate to their age.

Comments:

If a student changes grade level at any time during the school year, the enrollment record for the first grade level must be ended and a new enrollment record is created for the student at the new grade level.

Validation:

Must be valid choice from grade levels in the school's calendar.

Zero padding required.

Homeless

Permitted Values/Codes:
Y, N Y: Yes N: No

Definition:

As defined in the McKinney Homeless Assistance Act a homeless individual
 	
(1) is one who lacks a fixed, regular, and adequate nighttime residence; and
(2) an individual who has a primary nighttime residence that is—
   (a) a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill);
   (b) an institution that provides a temporary residence for individuals intended to be institutionalized; or
   (c) a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.
 	
The McKinney-Vento Act defines "homeless children and youth" as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes –
 • Children and youth who are:
    - sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as doubled-up);
    - living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
    - living in emergency or transitional shelters;
    - abandoned in hospitals; or
    - awaiting foster care placement;
 • Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
• Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and Migratory children who qualify as homeless because they are living in circumstances described above.

Comments:
If a student is homeless at any point in the school year the box must be checked.
If the box is checked, McKinney Vento, Homeless Night Time Residence and Unaccompanied Youth are required fields.

Validation:
If Homeless is checked, Homeless Night Time Residence, McKinney Vento and Unaccompanied Youth must be indicated.

Homeless Night Time Residence

Permitted Values/Codes:

String (2)

01: Shelters;
02: Double-Up (Living with another family);
03: Unsheltered (Cars, parks, campgrounds);
04: Hotels/Motels;
05: Other;
06: Unknown

Definition:

The type of night time residence for homeless students.

Students are considered homeless if they meet the definition of Homeless.

Comments:

Required if student is reported as homeless. The data is usually obtained from the school secretary or attendance specialist.

Validation:

Required if Homeless = Y

Immigrant

Permitted Values/Codes:

Y, N

Y: Yes
N: No

Definition:

The term "immigrant child" means an individual who is aged 3 through 21, was not born in any state or DC, and has not been attending one or more schools in any one or more states or DC for more than three full academic years.

(Annual Data Collection Glossary)

Comments:

A student should not be marked both as an Immigrant and as a Foreign Exchange student.

Immigrant Date Entered US School

Permitted Values/Codes:

MM/DD/YYYY

Definition:

The date the student first enrolled in a US school.

Comments:

The data is usually obtained from the guidance counselor or Title I secretary.

Validation:

Required if Immigrant = Y

Language of Impact

Permitted Values/Codes:

String (2)

01: Arabic	21: Korean
02: Arapaho	22: Navajo
03: Assiniboine	23: Nepalese
04: Blackfeet	24: Norwegian
05: Cheyenne	25: Oneida
06: Chinese	26: Polish
07: Chippewa	27: Portuguese
08: Cree	28: Romanian
09: Croatian	29: Russian
10: Crow	30: Salish
11: Czech	31: Shoshone
12: Farsi	32: Sioux/Dakota
13: Finnish	33: Spanish
14: French	34: Tagalog
15: German	35: Thai
16: Gros Ventre	36: Turkish
17: Hindi, Hindustani	37: Urdu
18: Hmong	38: Vietnamese
19: Japanese	39: Other - Non American Indian
20: Kootenai	40: Other - American Indian

Definition:

For limited English proficient students the "Language of Impact" is the language other than English that influences their English language development, e.g. for American Indian or Hispanic students whose first language is English, the language of impact is the tribal language or Spanish; for immigrant students it is their first or home language; for Hutterite students it is German, etc.

(OPI Glossary)

Comments:

The data is usually obtained from the school secretary or attendance specialist.

Validation:

Zero padding required.

Required if LEP status is indicated.

Required if Date Identified LEP is indicated.

Required if English Proficient Date is indicated.

McKinney Vento

Permitted Values/Codes:

Y, N
Y: Yes
N: No

Definition:

The McKinney-Vento program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, State educational agencies (SEAs) must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth. Homeless children and youth should have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. States and districts are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.

http://www.ed.gov/programs/homeless/guidance.pdf

Comments:

McKinney Vento cannot be marked unless a student is first identified as Homeless.

Validation:

Required if Homeless = Y

Nickname

Permitted Values/Codes:
Text

Definition:
A student's preferred name.
This can include alternative first names, middle names, or last names.

Comments:
Enter a student's preferred name here.
A student's legal first and last names should be entered into the Last Name, First Name fields.

No Show

Permitted Values/Codes:

Y, N
Y: Yes
N: No

Definition:

To indicate that the student was expected to enroll the next school year, in the same school, but did not return. School would mark No Show and end enrollment after district attendance policy.

Comments:

If a student is marked No Show they have until the next official fall count day to enroll in school before being considered a dropout.

Non-Traditional Enrollee

Permitted Values/Codes:

Y, N

Y: Yes
N: No

Definition:

An individual preparing for an occupation or field of work, including a career in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals in each such occupation or field of work.

Comments:

CTE data is initially entered in the spring, with follow-up information reported in the fall of the next school year.

CTE data can only be entered for students in grades 11, 12 or UH.

Validation:

Allow only if CTE Concentrator = Y.

Allow only if grade = 11, 12 or UH.

Part B Early Intervening Services End Date

Permitted Values/Codes:

MM/DD/YYYY

Definition:

Date the student stops receiving support services funded through IDEA 2004 Part B

Validation:

If Special Education Status = Yes, then EIS End Date should be less than the Spec Education Initial Evaluation Date or both EIS Start and End dates should be null.

EIS End date should carry over to next enrollment within the same district.

Part B Early Intervening Services Start Date

Permitted Values/Codes:
MM/DD/YYYY

Definition:
Date the student begins receiving support services funded through IDEA 2004 Part B

Validation:
If Special Education Status = Yes, then EIS End Date should be less than the Spec Education Initial Evaluation Date or both EIS Start and End dates should be null.
If EIS Start date is null, EIS end date is null.

Post Graduation Status

Permitted Values/Codes:
String (2) 01: Post-secondary Education or Training 02: Employed 03: Unemployed 04: Military 05: Not Known 06: Other

Definition:
Primary placement status of CTE concentrator in fourth quarter (Oct-Dec) of the year of graduation.

Comments:
CTE data is initially entered in the spring, with follow-up information reported in the fall of the next school year. CTE data can only be entered for students in grades 11, 12 or UH.

Validation:
Zero padding required.

Record Type

Permitted Values/Codes:
AF: Fall Attendance Count
AS: Spring Attendance Count
AT: Test Window Attendance Count
CT: Career and Technical Education Collection
EN: Enrollment Collection
PP: Program Participation Collection
SD: Student Demographic Collection
SS: School Calendar (Schedule)
DY: School Days

Definition:
The abbreviation for the type of File Upload format to be entered.

Comments:
A record type is required for every File Upload Format.
The Record Type code depends on the file type being imported.

Reporting Entity (RE)

Permitted Values/Codes:
String (4)

Definition:
A school district, full service education cooperative, government office or agency, or other organization operated by a board of trustees, board of directors or elected official, which holds legal and fiduciary responsibility for the entity. Beginning in January of 2008, the term District Number in Infinite Campus will be known as the Reporting Entity Number. It is the same as the OPI defined Legal Entity (LE) number.

Comments:
A Legal Entity is a school district or other organization that receives funding from the OPI.   Legal Entities were originally the identifier given to the taxation boundaries relative to school districts. Schools can find their District Number, Reporting Entity Number and School number on the AIM web page at www.opi.mt.gov/AIM/Index.html, under the Find a School link. Leading zeros are required.

School Number

Permitted Values/Codes:
String (4)

Definition:
The unique identifier assigned by the OPI to a school.

School
For accreditation purposes, school is an educational program offering designated by the local board of trustees satisfying one of the categories listed below:
• Elementary school comprises the educational program of kindergarten, special education preschool program, or the first eight grades or their equivalents.
• Seventh and eighth grade school comprises the basic education program for grades 7 and 8 that have received prior approval from the Board of Public Education as a 7-8 grade school under the provisions of state statute.
• Junior high school comprises the educational programs for grades 7 through 9, or their equivalents, that have received prior approval from the Board of Public Education as a junior high school under the provisions of state statute.
• Middle school comprises the educational programs for grades 4 through 8, or any combination thereof, which have received prior approval from the Board of Public Education as a middle school under the provisions of state statute.
• High school comprises the educational programs for grades 10 through 12, or their equivalents, and which are operated in conjunction with a junior high school or comprise the educational programs for grades 9 through 12, or their equivalents.

Comments:
Schools can find their District Number, Reporting Entity Number and School number on the AIM web page at www.opi.mt.gov/AIM/Index.html, under the Find a School link.

Leading zeros are required.

Validation:
Zero padding required.

Section 504

Permitted Values/Codes:

Y, N

Y: Yes

N: No

Definition:

A plan developed to provide services and/or accommodations for a regular education student so that he/she may have an equal opportunity to participate in the educational program, including extra curricular activities. Section 504 of the Rehabilitation Act of 1973 prohibits discrimination based solely on disability against individuals with disabilities, including students, parents and staff members. Section 504 covers all students who are defined as having any physical or mental impairment that substantially limits one or more major life activities, including but not limited to, learning.

(School Discipline Data Collection Glossary, edited by T. Harris)

Comments:

The data is usually obtained from the special education secretary or counselor.

Service Type

Permitted Values/Codes:

String (1)
P: Primary
S: Partial
N: Special Ed Services Only

Definition:

This field indicates the type of services received by a student at the district.

P: Primary - a student who receives primary educational services from a school.

S: Partial (Secondary) - a student who receives some educational services from a school, but holds a primary enrollment in another school, regardless of type. Example: A student is enrolled in school #1 and attends school #2 for one class - school #2 is the Partial (S) enrollment.

N: Special Ed Services - a student who is receiving only Special Education services from a school (does not include students in a self-contained classroom) and whose primary enrollment is in another school, regardless of type (e.g. home school or private school students), or students who are not yet eligible for public school services (e.g. pre-school students).

Comments:

There should be only one primary enrollment on a given date. When students have concurrent enrollments (in other schools), use Partial or Special Ed on the secondary enrollment to note the type of service they are receiving.

Special Ed should only be used for home school, private school, or pre-school students who come to the public school to receive Special Ed related services. The Special Ed service type is NOT used to indicate a student's participation in the Special Education program.

The data is usually obtained from the school secretary, attendance specialist, or special education secretary.

Validation:

Default is Primary

Special Education Status

Permitted Values/Codes:

 Y, N

Y: Yes

N: No

Definition:

Special Education Eligible

A student having an Individualized Education Program (IEP) under the Individuals with Disabilities Education Act (IDEA-Part B) and who is receiving services.

(Annual Data Collection Glossary)

Special Education

Specially designed instruction, given at no cost to the parents or guardians to meet the unique needs of a child with a disability, including but not limited to instruction conducted in a classroom, home, hospital, institution, or other setting and instruction in physical education.

(20-7-401, MCA, OPI Glossary)

Comments:

The data is usually obtained from the special education secretary or counselor.

Start Comments

Permitted Values/Codes:
Text

Definition:
This field is for adding additional information regarding the student's start status or enrollment into a school. It can include, but is not limited to, school or state of origin or information about a student's grade placement.

Comments:
This field must be entered through the User Interface. There is no File Upload Format for this data element.

Student Birth Date

Permitted Values/Codes:

MM/DD/YYYY

Definition:

The month, day, and year on which the student was born.

Comments:

This field is used to identify a student and ensure that multiple state ids are not assigned to the same individual.

The data is usually obtained from the school secretary or registrar.

Student End Action

Permitted Values/Codes:
D: Demote
P: Promote
R: Retain

Definition:
The action taken regarding the student's grade promotion or retention at the end of the school session.

Comments:
This determines what type of enrollment will be next. The data is usually obtained from the school secretary or attendance specialist.
This data element is not required for state reporting purposes and is not available on the file upload format.

Student First Name

Permitted Values/Codes:
String (35)

Definition:
This is the legal first name of the student from their birth certificate or other legal documentation. If a student uses a name other than the legal name the district can either put that name in the nickname field or create a separate identity for that student. Students who have a legal name change must have a new identity created.

Comments:
Nicknames should not be used. It is important that the full legal first name be entered to help ensure that two state student ids are not assigned for the same student. The data is usually obtained from the school secretary or registrar.

Student Gender

Permitted Values/Codes:
M, F M: Male F: Female

Definition:
The student is identified as either a male or female.

Comments:
The data is usually obtained from the school secretary or registrar.

Student is Single Parent

Permitted Values/Codes:
Y, N Y: Yes N: No

Definition:
A student who is unmarried or legally separated from a spouse and has a minor child or children for which the parent has either custody or joint custody or is pregnant.

Comments:
CTE data is initially entered in the spring, with follow-up information reported in the fall of the next school year. CTE data can only be entered for students in grades 11, 12 or UH.

Validation:
Allow only if CTE Concentrator = Y. Allow only if grade = 11, 12 or UH.

January 17, 2008

Student Last Name

Permitted Values/Codes:

String (40)

Definition:

This is the legal last name of the student from their birth certificate or other legal documentation.

If a student uses a name other than the legal name the district can either put that name in the nickname field or create a separate identity for that student. Student's who have a legal name change must have a new identity created.

Comments:

If a student legally changes his or her last name, a new identity must be created in the AIM system.

The data is usually obtained from the school secretary or registrar.

Student Middle Name

Permitted Values/Codes:
String (20)

Definition:
This is the legal middle name of the student from their birth certificate or other legal documentation.

Comments:
Middle initials may be used.
This field is used to help distinguish between two individuals with the same first and last name and/or birth date.
If a student uses a name other than their legal first name, the preferred name may be entered here.

Student Number (Local ID)

Permitted Values/Codes:

String (15)

Definition:

District or locally assigned student ID. The Local ID must be unique for each student in the school district.

Comments:

The local id is required on the Student Demographic file upload if the student does not have a state assigned student ID.

Validation:

Local ID mandatory if importing from another student information system and no state student ID has been assigned.

Student Race/Ethnicity

Permitted Values/Codes:

String (2)

01: American Indian or Alaskan Native
02: Asian
03: Hispanic or Latino
04: Black or African American
05: White, Non-Hispanic
06: Native Hawaiian or Pacific Islander

Definition:

The general racial or ethnic category which most clearly reflects the individual's recognition in his or her community, or with which the individual most identifies.

(Annual Data Collection Glossary, AYP Data Glossary)

The racial/ethnic categories describe the groups to which individuals belong. Categories do not denote scientific definitions of anthropological origins. Count each student in only one category. Select the category that reflects the individual's recognition in the community for reporting students who refuse to report, or who report mixed racial and/or ethnic origins.
  (Guidance for reporting under the NCES Common Core of Data, School Universe Survey 2006-200)7

Comments:

The data is usually obtained from the school secretary or registrar.

If the parent does not declare the student's race/ethnicity, the district must choose the racial or ethnic category which most clearly reflects the student's recognition in his or her community or with which the student most identifies.

Validation:

Requires zero padding

Student State ID

Permitted Values/Codes:

String (9)

A nine digit number is assigned by the AIM system at the state level at the time a new record is saved or uploaded.

Definition:

The state student ID is a unique number that is assigned by the first Montana accredited school district in which the student enrolled. A state student id will be assigned to every student who receives educational services from a public or non-public accredited school. This number follows the student from school to school throughout his or her K-12 career.

Comments:

The ID consists of 9 randomly generated digits, with no leading zeros. Nothing about the ID will identify the student or the school.

When a student transfers from one district to another, the receiving district should be given the assigned state student ID from the prior district. Therefore, schools should keep a permanent record of the state student ID assigned to their students so that receiving schools can retrieve the state ID for a given individual based on his/her name and birth date.

Validation:

Assigned at the State Edition level. It is not editable.

Must be 9 digits and not begin with zero.

Student Suffix

Permitted Values/Codes:

String (2)

Jr: Junior
Sr: Senior
I: First
II: Second
III: Third
IV: Fourth
V: Fifth

Definition:

Student's legal name suffix.

Comments:

The data is usually obtained from the school secretary or attendance specialist.

Validation:

No Punctuation

Supplemental Educational Services Received

Permitted Values/Codes:
Y, N Y: Yes N: No

Definition:
Tutoring for low income students in a Title I school that is in AYP Improvement year 2 status or greater.

Tech Prep Participant

Permitted Values/Codes:

Y, N
Y: Yes
N: No

Definition:

A secondary student who has enrolled in two courses in the secondary education component of a tech prep program.

Comments:

CTE data is initially entered in the spring, with follow-up information reported in the fall of the next school year.

CTE data can only be entered for students in grades 11, 12 or UH.

Test Sort

Permitted Values/Codes:
String (15)

Definition:
Field used at district discretion to determine how assessments (CRT) will be sorted by testing contractor.

Comments:
This is an optional field for districts who wish to have their CRT test labels sorted by homeroom, team, teacher, classroom, etc.

Test Window Count Date

Permitted Values/Codes:

MM/DD/YYYY

Definition:

The date set by the Office of Public Instruction as the official count date for the CRT Test.

The 2008 Test Window Count Date is March 12th. If March 12th is not a regularly scheduled school day, the count date is the next regularly scheduled school day after March 12th.

Comments:

The count date must be entered on the School Calendar if using a date other than March 12th.

Title I Guidance/Advocacy

Permitted Values/Codes:

 Y, N

Y: Yes

N: No

Definition:

A Guidance/Advocacy program that is a component of a Title I program.

Validation:

If Title I is indicated, a student must have at least one Instructional or Support service checked.

Title I Health

Permitted Values/Codes:
Y, N Y: Yes N: No

Definition:
A Health program that is a component of a Title I program.

Validation:
If Title I is indicated, a student must have at least one Instructional or Support service checked.

Title I Instructional Other

Permitted Values/Codes:

Y, N

Y: Yes

N: No

Definition:

An Instructional program that is a component of a Title I program and not defined as any other instructional program listed.

Validation:

If Title I is indicated, a student must have at least one Instructional or Support service checked.

Title I Math

Permitted Values/Codes:
Y, N Y: Yes N: No

Definition:
A Math program that is a component of a Title I program.

Validation:
If Title I is indicated, a student must have at least one Instructional or Support service checked.

Title I Part D Local Delinquent Program

Permitted Values/Codes:
String (2) 01: Neglected (Title I) 02: District At Risk program 03: Title I Part D (Local) 04: Local School Program

Definition:
Student is identified as Neglected or Delinquent and served by one of the following programs: 01 Neglected (Title I) 02 District At Risk program 03 Title I Part D (Local) 04 Local School Program

Validation:
Zero Padding Required.

Title I Participation

Permitted Values/Codes:

Y, N
Y: Yes
N: No

Definition:

An indicator of a student's participation in a Title I program.

For a Targeted Assistance Program (TAS), a Private School Students (PRIVTITLEI), or a Local Neglected Program (NEG), a student is participating if they meet the eligibility requirements for participation.

For a School-Wide Program, a student is participating if the school is eligible for Title I Services, regardless of the individual student's eligibility for individual programs.

Comments:

If Title I Participation is indicated a student must also have a Program Type and at least one instructional or support area checked.

Validation:

If Title I Participation is checked, Program Type and at least one Instructional or Support service must be indicated.

Title I Program Type

Permitted Values/Codes:

TAS, SWP, PRIVTITLEI, NEG

TAS: Public Targeted Assistance Program
SWP: Public School-Wide Program
PRIVTITLEI: Private School Students
NEG: Local Neglected Program

Definition:

Title I Eligible School

A school designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title 1 of Public Law 103-382. If a school has no students, report Title I eligibility as "No" (Title = 2).

(Common Core of Data Glossary)

Title I School-Wide Program
A program in which all the students in a school are designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382.
(Common Core of Data Glossary)

Comments:

The data is usually obtained from the Title I secretary or attendance specialist.

Validation:

If Title I is checked, Program Type must be indicated.

Title I Reading

Permitted Values/Codes:

Y, N

Y: Yes
N: No

Definition:

A Reading program that is a component of a Title I program.

Validation:

If Title I is indicated, a student must have at least one Instructional or Support service checked.

Title I Science

Permitted Values/Codes:

Y, N
Y: Yes
N: No

Definition:

A Science program that is a component of a Title I program.

Validation:

If Title I is indicated, a student must have at least one Instructional or Support service checked.

Title I Social Sciences

Permitted Values/Codes:
Y, N Y: Yes N: No

Definition:
A Social Sciences program that is a component of a Title I program.

Validation:
If Title I is indicated, a student must have at least one Instructional or Support service checked.

Title I Support Other

Permitted Values/Codes:

 Y, N
Y: Yes
N: No

Definition:

A Support program that is a component of a Title I program and not defined as any other support program listed.

Validation:

If Title I is indicated, a student must have at least one Instructional or Support service checked.

Title I Vocational/Career

Permitted Values/Codes:

Y, N

Y: Yes

N: No

Definition:

A Vocational/Career program that is a component of a Title I program.

Validation:

If Title I is indicated, a student must have at least one Instructional or Support service checked.

Title III

Permitted Values/Codes:
Y, N Y: Yes N: No

Definition:
The purpose of Title III is to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Schools use these funds to implement language instruction educational programs designed to help LEP students achieve these standards. Title III sub-grants support the efforts of school districts to assist limited English proficient (LEP) students to learn English by using approaches and methodologies that are based on scientifically based research on teaching limited English proficient children and immigrant children. http://www.opi.mt.gov/pdf/bilingual/NRGSec%20A-K.pdf

Comments:
Not all LEP students receive services under Title III. This number may not match the total number of LEP students in the school. The data is usually obtained from the guidance counselor or Title I secretary.

Unaccompanied Youth

Permitted Values/Codes:

 Y, N
Y: Yes
N: No

Definition:

The term 'unaccompanied youth' includes a youth not in the physical custody of a parent or guardian.

The term unaccompanied youth includes a youth not in the physical custody of a parent or guardian. This would include youth living in runaway shelters, abandoned buildings, cars, on the streets, or in other inadequate housing and children and youth denied housing by their families (sometimes referred to as "throwaway" children and youth), and school-age unwed mothers, living in homes for unwed mothers, who have no other housing available.

Comments:

Required if student is reported as homeless. The data is usually obtained from the school secretary or attendance specialist.

Validation:

Required if Homeless = Y